

# Fish SD: Trip Planner

**Background information:** Review Chapters 2: *Fishing Equipment*, 4: *Fishing Techniques* and 5: *Fish Identification and Life History* in [Going Fishing](#)

**Duration:** 45 minutes

**Materials:** tackle box with laminated cards, Plan Your Trip worksheet

**Objectives:** Students will learn how to outfit a tackle box and plan a fishing trip.

## Warm up:

To start the thought process of planning a fishing trip, discuss the importance of planning and preparation in an everyday scenario such as inviting some friends to go to the public pool on a Saturday afternoon.

## Activity:

### PART I:

Working as a group, students will empty the contents of the tackle box, creating a pile of 'identified' items and a pile of items they need to learn about.

Have the groups take turns describing items in their 'identified' piles. Guide the discussion so that each item is named and its function is understood. Point out that hooks, bobbers, and

sinkers come in a variety of shapes and sizes and discuss the differences.

As items are discussed, have students return them to the tackle boxes. Once all 'identified' items are returned to the boxes, have the students take guesses about the functions of the remaining items. Guide them in determining their use and importance as part of the tackle box.

Ask students if they can think of anything else they would include in a tackle box.

Ask each student to pick out five essentials from the tackle box – the things they feel are absolutely necessary for success on a fishing trip. Discuss the merits of each choice.

Example of questions that can guide discussion:

What are some features that make a good tackle box?

When do you need to carry a fishing permit?

How does the number of a hook indicate its size?

What is a good hook size to use for a bluegill?

What are two functions of a sinker?

Why might you want to use a slip sinker?

When would it be important to measure a fish?

What might you catch if you fished with this [insert: jig, crankbait, plastic worm, etc.]? \*Use the 'Awesome Lures' handout as a guide.

Why is it important to keep a regulations book with you? \*Remind students that regulations are not the same on every body of water, and that ignoring regulations when fishing is breaking the law. Regulations serve an important purpose to help maintain good fishing opportunities for anglers.

## PART 2:

Have students create a fishing plan for an upcoming trip using the "Plan Your Trip" worksheet, and knowledge learned from the "Attract a Fish" lesson.

Have them discuss as a group:

Where I'll fish

When I'll fish (time of day)

What I want to fish for

What I'll use for bait

What type of habitat I'll target

What I'll bring with me

Potential items to include:

Water	Fishing license	First aid kit	Ziplock Bag
Snacks	Hooks	Tape measure	
Cell phone/camera	Bobbers	Whistle	
Fishing pole	Sinkers	Sunscreen	
Tackle box	Swivels	Filet knife	
Fish ID book	Lures		
Fishing Handbook	Pliers	Stringer	
Insect Re			

### **Wrap up:**

Ask students to share stories of successful fishing trips (or other activities) and discuss how planning helped make those activities enjoyable.



# Plan your trip

Species:

Location:

Time of day:

Habitat:

Bait type:

Tackle Checklist:

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